AP® CHINESE LANGUAGE AND CULTURE
2010 SCORING GUIDELINES

Interpersonal Speaking: Conversation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	**EXCELLENT** **Demonstrates excellence in interpersonal speaking**	• Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail • Smoothly connected sentences	• Natural pace and intonation, with minimal hesitation or repetition • Accurate pronunciation (including tones), with minimal errors • Consistent use of register appropriate to situation	• Rich and appropriate vocabulary and idioms, with minimal errors • Wide range of grammatical structures, with minimal errors
5	**VERY GOOD** **Suggests excellence in interpersonal speaking**	• Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail • Connected sentences	• Smooth pace and intonation, with occasional hesitation and repetition • Occasional errors in pronunciation (including tones) • Consistent use of register appropriate to situation except for occasional lapses	• Appropriate vocabulary and idioms, with sporadic errors • Variety of grammatical structures, with sporadic errors
4	**GOOD** **Demonstrates competence in interpersonal speaking**	• Directly addresses prompt and provides an appropriate response • Sentences may be loosely connected	• Generally consistent pace and intonation, with intermittent hesitation and repetition • May have several errors in pronunciation (including tones), which do not necessitate special listener effort • May include several lapses in otherwise consistent use of register appropriate to situation	• Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning • Mostly appropriate grammatical structures, with errors that do not generally obscure meaning
3	**ADEQUATE** **Suggests competence in interpersonal speaking**	• Directly addresses prompt and provides a basic but appropriate answer • Disconnected sentences	• Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension • Errors in pronunciation (including tones) sometimes necessitate special listener effort • Use of register appropriate to situation is inconsistent or includes many errors	• Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language • Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning
2	**WEAK** **Suggests lack of competence in interpersonal speaking**	• Directly addresses prompt and provides an appropriate but incomplete answer • Fragmented sentences	• Labored pace and intonation, with frequent hesitation and repetition • Frequent errors in pronunciation (including tones) necessitate constant listener effort • Frequent use of register inappropriate to situation	• Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language • Limited grammatical structures, with frequent errors that obscure meaning
1	**VERY WEAK** **Demonstrates lack of competence in interpersonal speaking**	• Addresses prompt minimally or marginally • Very disjointed sentences or isolated words	• Very labored pace and intonation, with constant hesitation and repetition • Frequent errors in pronunciation (including tones) necessitate intense listener effort • Constant use of register inappropriate to situation	• Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language • Little or no control of grammatical structures, with frequent errors that significantly obscure meaning
0	**UNACCEPTABLE** **Contains nothing that earns credit**	• Mere restatement of the prompt • Clearly does not respond to the prompt • "I don't know," "I don't understand," "Please repeat," or equivalent in Chinese • Not in Chinese • Blank (although recording equipment is functioning) or mere sighs		

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2010 SCORING COMMENTARY

Interpersonal Speaking

Note: Students' responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

This task assessed speaking in the interpersonal communicative mode by having students respond as part of a simulated conversation. It consisted of a statement identifying an interlocutor and conversation topic followed by six questions. In this year's conversation, the student spoke with a friend named Chen Fang about her upcoming trip to China. Students were allotted 20 seconds to speak at each turn in the conversation. All six scores counted equally in calculating the total score. Students needed to speak clearly with good pronunciation and make sure that their answer addressed the prompt directly and was culturally appropriate.

Interpersonal Speaking: Conversation 1

Sample: A
Score: 5

Transcript of Student's Response
好久不見，陳芳。Uh 最近我學習 AP uh 考試 . . uh 上中文課。因為夏天的時候，我要，我想去北京打工，所以我要復 x- uh 復習我的中文，什麼什麼的。

Commentary
The response answers the question fully and appropriately, although it could be more thorough. The pace is natural, with minimal hesitation, and clauses are smoothly connected using 因為 . . . 所以. The response demonstrates appropriate choice of words and a variety of grammatical structures. There are occasional errors in pronunciation and tones.

Sample: B
Score: 4

Transcript of Student's Response
Uh 我最近[zui4 jin1]有很多課，哎喲，很多功課。我覺得[jue3 de1]我沒有[mei2 you1]時間做我最喜歡的事，我沒有時間踢足球和打籃球。我每一天有很多 uh 練習[lian3 xi4]要做。

Commentary
The response addresses the second part of the prompt directly and provides an adequate answer. It does not address the first part of prompt, which is a greeting (好久不見). The response demonstrates fairly good pronunciation except for a few errors in tones, which do not necessitate special listener effort. Appropriate vocabulary is used, such as 踢足球和打籃球.

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Interpersonal Speaking: Conversation 1 (continued)

Sample: C
Score: 2

Transcipt of Student's Response
Uh 你好陳芳，uh 我覺得 . . 你

Commentary
The student responds appropriately to the greeting at the beginning of the prompt (好久不見) but does not address the question in the second part of the prompt (最近在忙什麼呢？), resulting in an incomplete answer.

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Interpersonal Speaking: Conversation 2

Sample: A
Score: 6

Transcript of Student's Response
Uh . . 故宫也很好看啊。Uh . . 在故，故宫是原來皇帝住的 d- 地方，有很多很多的房間，還有很多的寶藏，um . . 寶物，. . 還有很多 . . 石獅子 . . 和很漂亮的宮殿。

Commentary
The student directly addresses the prompt and provides a very thorough and appropriate response, including elaboration and detail. The pace is natural, with occasional hesitation and repetition. Rich vocabulary (寶物; 石獅子; 宮殿) and a variety of grammatical structures are used.

Sample: B
Score: 3

Transcript of Student's Response
Um . . 我最喜歡的 jing3 chang4 是故宫[gu3 gong4]。Um 這個地方[di3 fang4]在北京[jing4]，很方[fang2]便，坐[suo4]飛機[fei3 ji4]就到了。Uh

Commentary
The response directly addresses the prompt and provides a basic but appropriate answer. Errors in pronunciation and tones sometimes necessitate special listener effort. Vocabulary is limited and grammatical structures are simple, with errors that may obscure meaning (jing3 chang4 for 景點?).

Sample: C
Score: 1

Transcript of Student's Response
Hm 去了 . . 在哪兒[nar2]？你 . . 你應該 . . 你應該去 . . 吃北京烤鴨[ya3]，q- 去看 . . 北京的電 yi- . . 影[ying1]。

Commentary
The student attempts to address the prompt, but the substantive elements of the response (吃北京烤鴨; 看北京的電影) do not meet the requirements of the prompt (哪個名勝古跡最值得去看？). The pace is labored, with frequent hesitation, repetition and tonal errors. The response is limited to basic vocabulary and simple grammatical structures, with some errors (去了在哪兒？).

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2010 SCORING COMMENTARY

Interpersonal Speaking: Conversation 3

Sample: A
Score: 5

Transcript of Student's Response
我覺得你應該坐出[chu3]租車，um 因為出租車的 di- 的司機[ci2 ji4]都很幽默[mo2]。我很喜歡坐出租汽車的時候，跟我司機有 uh 聊天兒[tiar3]。他們都很有意思[yi3 si1]。

Commentary
The response directly addresses the prompt and is thorough and appropriate, with some elaboration and detail. The sentences are smoothly connected. The pace is smooth, though there are several pronunciation errors that do not necessitate special listener effort. Vocabulary and grammatical structures are appropriate.

Sample: B
Score: 3

Transcript of Student's Response
所以 . . 所以北京有很多的汽 . . 汽車 . . 車，你應該用 . . 公共汽車。

Commentary
The response directly addresses the prompt and provides a basic but appropriate answer. The pace is inconsistent, with frequent pauses and repetition. The vocabulary used is appropriate but limited, and grammatical structures are simple, with errors that may obscure meaning (所以 for 因為; 用 for 坐).

Sample: C
Score: 1

Transcript of Student's Response
我知道你看很多地方。. . 我 . . 祝你好運在中國。

Commentary
The response addresses the prompt only marginally (看很多地方). The pace is inconsistent, with long pauses, and the response is limited by insufficient vocabulary and inadequate grammatical control (你看 should be 你想看 or 你要看 or 你打算看).

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Interpersonal Speaking: Conversation 4

Sample: A
Score: 6

Transcript of Student's Response
說起中國菜，肯定要說著名的北京烤鴨了。北京烤鴨是原來皇帝最愛吃的飯。它 . . 非常肥，但是也不油膩，皮很脆，肉很嫩。北京烤鴨是我最喜歡吃的飯。你要是去北京，必須得吃。

Commentary
The response addresses all aspects of the prompt with thoroughness and detail in smoothly connected sentences. It employs rich vocabulary (著名; 油膩; 脆; 嫩) and a variety of grammatical structures (說起 . . . 肯定要說; 非常 . . . 但是不; 要是 . . . 必須得). The pace of delivery is natural and pronunciation is accurate.

Sample: B
Score: 4

Transcript of Student's Response
最很 . . 最很好吃的菜應該是 . . 北京鴨，那是也 . . 很有名的菜。我 . . 覺得很好吃，你 . . 應該去試一試。

Commentary
The response directly addresses the prompt and is appropriate but lacks elaboration and detail. The pace of delivery is somewhat inconsistent, with frequent hesitation, but pronunciation and tones are generally accurate. Vocabulary and grammatical structures are mostly appropriate, with errors that generally do not obscure meaning (最很好吃的菜; 那是也很有名).

Sample: C
Score: 1

Transcript of Student's Response
Um . . 我喜歡吃 um

Commentary
The minimal response has only a bare minimum of relevance to the prompt.

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Interpersonal Speaking: Conversation 5

Sample: A
Score: 6

Transcript of Student's Response
如果你是夏天去的話，一定要帶上一些 uh 短袖和短褲之類的衣服，因為中國 uh 無論南北，都在夏天的時候十分悶熱。而且你一定要帶上一些 . . uh . . uh 防蚊蠅的東西。

Commentary
The response directly addresses the prompt and provides a very thorough, appropriate answer with elaboration and details. The response also demonstrates the student's cultural knowledge by providing information on climate conditions in China. The response is delivered in smoothly connected sentences at a natural pace, with only a few instances of hesitation. Rich vocabulary (十分悶熱; 防蚊蠅) and a wide variety of grammatical structures (如果 . . . 的話，一定要 . . . 因為; 之類的; 無論 . . . 都; 的時候; 而且) are used.

Sample: B
Score: 4

Transcript of Student's Response
你一[yi4]定 uh 要带很多[hen4 duo2]美[mei2]金，因為你 . . uh . . 你 . . 應該[ying4 gai2]買東西[mai2 dong3 xi5]，um . . 也[ye1] . . 應該帶[dai3] . . uh . . 外套[wai3 tao1]，因為北京很[hen4] liao2 [涼?]。

Commentary
The response directly addresses the prompt and provides an appropriate answer, suggesting what should be taken and why. The pace of delivery is inconsistent, with frequent hesitation. There are a number of instances of incorrect tones, which necessitate some listener effort but generally do not obscure meaning. Vocabulary and grammatical structures are mostly appropriate, with errors that do not greatly interfere with comprehension (based on the context, liao2 is probably a mispronunciation of 涼).

Sample: C
Score: 2

Transcript of Student's Response
我[wo1]同意。因[yi3]為我[wo4]也[ye4]覺[xue2]得不帶行李[li4]。可是我[wo4]覺[xue2]得你可[ke4]以有好[hao4]玩兒的時候。

Commentary
The response provides an answer that seems to bear some relevance to the prompt but is difficult to interpret because of poor pronunciation, which necessitates intense listener effort, and garbled syntax. The last sentence (可是我覺得你可以有好玩兒的時候), which seems to be a literal translation of the English "But I think you can have a good time," does not really make sense in Chinese.

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Interpersonal Speaking: Conversation 6

Sample: A
Score: 6

Transcript of Student's Response
我覺得你要是給美國同學帶禮物，應該帶點兒中國特色非常好，非常重的禮物，相當 . . 比如說，在長城買他們的小長城雕塑，因為美國人都知道長城，而且能自己有一個，一個小長城，他們會感覺非常好。

Commentary
The response directly addresses the prompt and provides a very thorough and appropriate answer with elaboration and detail. The pace is natural and pronunciation is accurate. The response contains rich vocabulary (中國特色; 雕塑; 感覺) and a variety of grammatical structures (要是 . . . 應該; 比如說; 因為; 而且).

Sample: B
Score: 3

Transcript of Student's Response
Uhh 我覺得你一定要賣[買] uh . . oh 你 . . 可以賣 . . uh, uh . . 一 di，一點很小的禮物就行了。

Commentary
The response directly addresses the prompt and provides a basic but appropriate answer (很小的禮物). The pace of delivery is inconsistent, with frequent hesitation and repetition. There is an error in pronunciation (賣 mai4 instead of 買 mai3) that conveys the opposite of the intended meaning. Vocabulary is limited and grammatical structures are simple.

Sample: C
Score: 1

Transcript of Student's Response
他們喜歡

Commentary
The minimal and barely intelligible response has only the bare minimum of relevance to the prompt.

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